

**Parental Perspectives on The Influence of Green Space on
Young Children's Emotional Well-Being on Urban Area of
Dhaka, Bangladesh**

By

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A thesis submitted to BRAC Institute of Educational Development, Brac University in
partial fulfillment of the requirements for the degree of
Master of Science in Early Childhood Development

Brac Institute of Educational Development

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Declaration

It is hereby declared that

1. The thesis submitted is my own original work while completing degree at Brac University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

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Ethics Statement

Title of Thesis Topic: Parental Perspectives on the Influence of Green Space on Young Children's Emotional Well-Being on Urban Area of Dhaka, Bangladesh

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1. Source of population

2. Does the study involve (yes, or no)

- a) Physical risk to the subjects- no
- b) Social risk- no
- c) Psychological risk to subjects- no
- d) discomfort to subjects- no
- e) Invasion of privacy- no

3. Will subjects be clearly informed about (yes or no)

- a) Nature and purpose of the study- yes
- b) Procedures to be followed- yes
- c) Physical risk- no
- d) Sensitive questions- no
- e) Benefits to be derived- yes
- f) Right to refuse to participate or to withdraw from the study- yes
- g) Confidential handling of data- yes
- h) Compensation and/or treatment where there are risks or privacy is involved- yes

4. Will Signed verbal consent for be required (yes or no)

- a) from study participants- yes
- b) from parents or guardian- yes
- c) Will precautions be taken to protect anonymity of subjects? - yes

5. Check documents being submitted herewith to Committee:

- a) Proposal- yes
- b) Consent Form- yes
- c) Questionnaire or interview schedule- yes

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Abstract

This qualitative study explores the perspectives of parents residing in urban Dhaka, Bangladesh, regarding the influence of green spaces on the emotional well-being of young children (3-8 years). Ten parents of children enrolled in a selected school were interviewed using a semi-structured format. The study aims to understand how parents perceive their children's engagement with green spaces, including the frequency and nature of these interactions, and how this engagement might influence their emotional states, both positively and negatively. Furthermore, the research seeks to identify challenges parents face in providing access to green spaces and to gather their suggestions for how the school or community could enhance opportunities for young children to interact with nature for improved mental health. Findings from this study are expected to provide valuable context-specific insights for developing school-based initiatives and parental awareness programs focused on leveraging natural environments within the urban school community to support young children's emotional development in Bangladesh.

Keywords: Parental Perspectives, Green Space, Emotional Well-being, Young Children, Urban Area.

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Glossary

Early Childhood Development (ECD)	A multidisciplinary field of study that focuses on the physical, social, emotional, and cognitive growth of children from birth to age eight.
Emotional Well-Being	In the context of the paper, this refers to a child's ability to express and regulate their emotions, build positive relationships, and maintain a sense of contentment and security.
Green Space	This term refers to natural or semi-natural vegetated areas within an urban environment, such as parks, playgrounds, gardens, and other recreational spaces.
Qualitative Study	A research methodology that explores a problem or a phenomenon in its natural setting. It seeks to understand the "why" and "how" behind human behavior and experiences, rather than just the "what," "where," or "when."
Urban Area	A densely populated, built-up geographical area, such as a city, where the majority of the population works in non-agricultural sectors.

Chapter I: Introduction and Background

1.1 Introduction

The early childhood years, typically spanning ages 3 to 8, represent a profoundly critical period for a child's holistic development, encompassing social, emotional, and cognitive growth (Shonkoff & Phillips, 2000). During this formative stage, children begin to establish foundational coping mechanisms, yet they are also increasingly exposed to various stressors that can significantly affect their emotional well-being. Globally, there's a growing recognition of the paramount importance of nurturing emotional well-being in children, given its potential long-term implications for their overall health and future mental stability (Muris, 2001).

Concurrently, a substantial body of research has emerged, consistently highlighting the myriad benefits of exposure to **green spaces** on various aspects of child development. These benefits include enhanced socio-emotional well-being, improved physical health, and superior cognitive functioning (Bratman et al., 2019; Frumkin et al., 2017). Broadly defined, a green space refers to land characterized by natural vegetation—such as grass, trees, and other plants—that is often accessible to the public (County Health Rankings & Roadmaps, 2023). **Emotional well-being**, in this context, encompasses a child's ability to effectively manage and express their emotions, navigate emotional challenges, maintain a positive outlook, and derive joy from life despite occasional setbacks (Harmony Health Medical Centre, n.d.). Studies consistently suggest a positive correlation between access to green spaces and emotional well-being, demonstrating that these natural environments

can notably lower stress levels and improve mood in children (Froglife, 2022; Wells, 2000; Faber Taylor & Kuo, 2011).

In the South Asian context, particularly in urban areas like Dhaka, Bangladesh, rapid urbanization and evolving lifestyles have often curtailed opportunities for children to engage with natural environments (Pandey et al., 2014). This profound shift, exacerbated by mounting academic pressures and societal expectations, may contribute to elevated stress levels and negatively influence the emotional well-being of young children. While cultural values in Bangladesh often traditionally emphasize the importance of nature, the contemporary realities of dense urban living and limited access to quality green spaces present significant challenges. Therefore, understanding how parents within the specific context of an early childhood setting in urban Dhaka perceive their children's interactions with available green spaces and its connection to their emotional well-being is crucial for informing localized interventions and promoting child mental health. Research from neighboring countries further underscores these challenges; studies in India, for example, have highlighted significant barriers to accessing quality urban green spaces for children, linking this to potential negative consequences for their physical and mental health (Dasgupta & Chattopadhyay, 2020). Similarly, research from Pakistan indicates that limited access to natural environments in dense urban settings can impact children's play behaviors and overall well-being (Khan et al., 2018). This study seeks to bridge this knowledge gap by exploring the specific perspectives of parents in urban Dhaka.

1.2 Statement of the Problem

Despite growing evidence globally of a positive correlation between children's access to green spaces and improved well-being, there remains a notable lack of research on how parents within specific urban school communities in Bangladesh view this crucial relationship. The unique combination of factors in urban Dhaka—including the fluctuating quantity and quality of available green spaces, specific cultural perspectives on children's outdoor play, and varying levels of parental awareness regarding the mental health benefits of green spaces—can significantly influence this dynamic. Without understanding these parental perceptions, it is challenging to develop effective, context-specific strategies.

Therefore, there is a pressing need to understand the firsthand experiences and perspectives of parents of young children in urban Dhaka regarding their child's access to green spaces and its perceived influence on their emotional well-being. Insights gleaned from this qualitative study will be vital for guiding targeted interventions and promoting the emotional health of young students within this particular urban setting.

1.3 Purpose of the Study

The primary purpose of this study is to study qualitatively how parents of young children in urban Dhaka view the relationship between their children's access to green areas and their emotional well-being, taking into account both evident benefits and challenges.

This study aims to gather comprehensive data from parents about their children's encounters with green areas, including the frequency, duration, and type of these interactions. Understand parents' opinions of how access to green areas may affect their children's emotional well-being, taking into account both positive and negative aspects. Identify any challenges or facilitators that parents see in providing their children with access to green places in an urban Bangladeshi environment. Explore parental recommendations or views on how the school or larger community may better utilize green spaces to support the mental health of young children.

1.4 Significance of the Study

In Dhaka, Bangladesh, First, it will provide context-specific insights on the perceived relationship between green spaces and children's emotional well-being in the specific urban setting of early childhood education centers and the communities around them.

Second, the results have significant consequences for educators and school management about the possible function of introducing or improving green areas in the school setting. In order to actively assist students' mental well-being, it might also emphasize how important it is to promote nature-based activities. This could have an impact on curriculum creation and campus design.

Third, the research may help parents prioritize nature-based activities for their children. By shining light on the potential benefits of green space exposure for young children's mental health, the study can equip parents with knowledge, encouraging them to seek out and support such experiences.

Fourth, this study will contribute to the small body of information on this issue, particularly within the South Asian and Bangladeshi contexts. It will give vital actual information from a local viewpoint, bridging a key gap in the existing literature, which is frequently dominated by Western-centric research.

Finally, the chosen qualitative methodology, which focuses on in-depth parent interviews, is a cost-effective and realistic strategy to collect rich, subtle, and significant data within the limits. This study's findings can be used as a starting point for future quantitative or mixed-methods research on the links that exist between green spaces and emotional well-being in children in this setting.

1.5 Research Questions

1. What are the perceived positive influences of green space access on the emotional well-being of their young children?
2. What challenges do parents face in facilitating their young children's access to green spaces and observing its influence on their emotional well-being?

1.6 Operational Definition

Green Space: Any outdoor land area with grass, trees, and other natural vegetation is referred to by this word. In this study, it refers to any natural or

semi-natural area where children may play or participate in activities, such as parks, gardens, schoolyards, open fields, and other publicly accessible areas.

Emotional Well-Being: A child's total psychological condition, which includes their capacity to detect, comprehend, and control their emotions; cope with stress; keep a happy mood; feel comfortable and satisfied; and engage constructively with their surroundings. This is mostly noticed and reported by parents on their child's mood, behavior, and emotional management.

Chapter II: Literature Review

Introduction

The increasing awareness of the myriad advantages of interacting with nature and the growing concerns surrounding childhood emotional well-being have spurred significant research into the possible relationship between children's mental health and their access to green spaces (Chawla, 2015). This chapter provides a comprehensive review of existing literature on the subject, with a focus on global trends, the specific South Asian and Bangladeshi contexts, pertinent policy frameworks in Bangladesh, the crucial role of parents and caregivers, identified challenges faced by parents, and emerging opportunities for positive development.

2.1 The Influence of Green Spaces: Global and South Asian Contexts

A wide array of studies from across the globe consistently demonstrates a positive correlation between access to green spaces and numerous facets of children's well-being. These studies showcase how green spaces can significantly influence children's health, from enhancing their socio-emotional development to improving cognitive performance. These benefits include decreased stress levels, enhanced socio-emotional development, and improved cognitive performance (Chawla, 2015; Pretty et al., 2005). Research indicates that children residing in metropolitan areas with greater access to green spaces tend to exhibit superior psychological well-being and fewer behavioral issues (Grahn et al., 1997). Furthermore, experimental studies have suggested that even brief periods spent

in nature can lead to measurable reductions in stress hormones and improved mood in children (van den Berg & Custers, 2011).

In the **South Asian context**, rapid urbanization presents a significant challenge to children's access to natural environments. Traditional lifestyles that often fostered close interaction with nature are increasingly being replaced by more sedentary and indoor-focused activities. Studies in South Asian cities have highlighted the limited availability and accessibility of quality green spaces for children (Kabisch et al., 2016). Research in this region has begun to explore the influence of this reduced access on children's health and well-being. For example, a study in Kolkata, India, found a spatial correlation between limited urban green spaces and adverse children's health outcomes (Dasgupta & Chattopadhyay, 2020). Similarly, in Nepal, rapid urban growth has led to a reduction in accessible green spaces, consequently impacting children's outdoor play opportunities and potentially their emotional well-being (Karki et al., 2019). Research from Sri Lanka also points to the persistent challenges of providing adequate green spaces in urban areas for children's healthy development (Perera et al., 2021). These initial findings suggest potential negative consequences for children's physical and mental health across the region. However, there remains a critical need for more in-depth research specifically focusing on the perceived link between green spaces and emotional well-being in young children within the diverse cultural and environmental contexts of South Asia, particularly in Bangladesh.

2.2 Policy Frameworks and Green Space Accessibility in Bangladesh

In Bangladesh, environmental policies and urban planning initiatives are increasingly acknowledging the importance of green spaces for both environmental sustainability and public health. The National Environmental Policy (2018), for instance, explicitly emphasizes the necessity to protect and enhance green spaces in urban areas (Ministry of Environment, Forest and Climate Change, 2018). Moreover, various urban development plans and building codes frequently include provisions for open spaces and designated green areas.

However, the effective implementation and enforcement of these policies, particularly concerning children's access to quality green spaces, remain challenging due to the rapid pace of urbanization, acute land scarcity, and competing development priorities. Understanding the current policy framework is essential for framing this study, as it directly affects children's access to and the availability of green areas within urban communities like those surrounding preschools. This includes examining local government programs pertaining to public parks, playgrounds, and the integration of green spaces within school premises. According to the World Bank (2023), Bangladesh has been experiencing significant and rapid urbanization, with a substantial portion of its population now residing in urban centers. This swift growth often places immense pressure on existing green spaces, leading to their reduction or degradation. Furthermore, access to quality green spaces can be unevenly distributed across urban populations, with children in lower-income urban areas frequently having limited or no access to safe and well-maintained natural environments (UNICEF Bangladesh, 2019). This highlights a critical equity issue in the provision of environmental amenities for children's well-being.

2.3 The Role of Parents and Caregivers in Children's Engagement with Green Spaces

Parents and caregivers play a profoundly crucial role in shaping young children's experiences with green spaces (Sorensen, 2014). Their attitudes, beliefs, and practices significantly influence the frequency, duration, and overall quality of children's interactions with nature. Parental perceptions regarding safety, convenience, and the perceived benefits of green spaces can either actively facilitate or considerably hinder children's access to these vital environments. Beyond facilitating access, parents are also the primary observers of their children's emotional and behavioral well-being, making their insights into any potential connections between nature exposure and emotional well-being invaluable. Research has consistently demonstrated that parental encouragement and direct co-participation in nature-based activities can substantially enhance children's engagement and allow them to derive greater developmental benefits. Therefore, a comprehensive understanding of parental perspectives is central to exploring the research questions of this study.

2.4 Challenges Faced by Parents and Caregivers in Facilitating Green Space Access

According to the research currently in the paper, parents and other caregivers may face a number of typical obstacles when attempting to provide kids regular access to green areas, especially in busy metropolitan settings. These difficulties consist of Parents may

harbor legitimate concerns about traffic hazards, crime rates, or the presence of strangers in public green spaces, leading them to restrict children's unsupervised access (Valentine, 2004). Busy daily schedules, demanding work commitments, and competing family responsibilities often limit the time parents have available to regularly take their children to green spaces (Tulshi, 2018). The pervasive lack of easily accessible, high-quality, and well-maintained green spaces in their immediate neighborhood or near the school can act as a significant structural barrier for many families (Ministry of Environment, Forest and Climate Change, 2022). Some parents may not fully recognize or consciously prioritize the significant mental health benefits that green space exposure offers for their children, focusing instead on other developmental areas (Payne, 2017). Extreme weather events prevalent in the region, such as intense heat, humidity, or heavy monsoon rains, can frequently limit opportunities for comfortable and safe outdoor activities.

2.5 Opportunities and Positive Developments in Promoting Green Space Engagement

Even with the difficulties outlined above, there are also observable advantages and encouraging trends that may be carefully taken advantage of to improve children's access to green areas and support their mental health. Among these opportunities are schools, which can play a vital and proactive role by incorporating and enhancing green spaces within their campuses (e.g., establishing school gardens, developing nature play areas) and thoughtfully integrating nature-based learning into the core curriculum (Ernst, 2012). Coordinated efforts between schools, local community organizations, and urban planning

authorities can lead to the successful creation and systematic improvement of accessible green spaces, fostering a sense of shared responsibility. Targeted campaigns and educational programs aimed at raising parental awareness about the diverse benefits of green spaces and providing practical tips for incorporating nature into their children's lives can be highly effective in changing behaviors and perceptions. While not a substitute for direct interaction, technology can be utilized creatively to connect children with nature through engaging virtual experiences and educational resources, particularly when direct access is limited (Dadvand et al., 2015). Capitalizing on existing cultural values that traditionally appreciate and revere nature can serve as a powerful catalyst to promote greater engagement with green spaces and foster a deeper connection to the natural world.

Chapter III: Methodology

3.1 Research Design

To comprehensively understand parents' lived experiences and perceptions regarding their children's engagement with green spaces and its perceived relationship to emotional well-being, a phenomenological research design was employed. This qualitative method was specifically chosen to explore and explain the shared interpretation of a particular concept or occurrence among multiple individuals based on their unique lived experiences (Creswell & Poth, 2018). This design was appropriate as it allowed for an in-depth exploration of the subjective meanings parents ascribed to their children's interactions with natural environments and the subsequent **influence** on their emotional states.

3.2 Research Site

The research was conducted within the communities of selected schools in various urban areas of Dhaka, Bangladesh, based on the residential locations of the participants. The areas from which participants were drawn included ModdhomBadda, BaitulAman Housing Society, North Badda, Mohammadpur, Dhanmondi, Bashundhara R/A, Mirpur DOHS, Tikatuli, Uttara Sector 11, and Rampura. The specific schools associated with these communities were chosen based on their accessibility to the researcher and their expressed willingness to participate in the study, ensuring logistical feasibility and ethical

cooperation. This multi-area approach allowed for a broader understanding of parental perspectives across diverse urban settings within Dhaka.

3.3 Research Participants

The participants for this study were parents of early childhood students, specifically those aged 3 to 8 years old, who were currently enrolled at schools in the aforementioned urban areas of Dhaka, Bangladesh. A purposive sample size of 10 participants (parents/primary caregivers) was utilized for this study, aligning with qualitative research standards that prioritize depth of data over statistical generalizability.

Table 1: Participant Demographic Information

Participant ID	Date	Child's Age (Years)	Child's Gender	Parent's Relationship to Child	Household Composition	Residential Area
P1	20 June 2025	6	Boy & Girl	Mother	Me, husband, kids	ModdhomBadda
P2	20 June 2025	5	Boy	Mother	Me, husband, child	BaitulAman Housing Society

P3	22 June 2025	5	Male	Mother	Me, child, grandmother	North Badda
P4	23 June 2025	4	Male	Mother	Me, child, grandparents	Mohammadpur
P5	23 June 2025	3.5	Girl	Mother	Me, husband, kids, grandma	Dhanmondi
P6	26 June 2025	6	Boy	Father	Me, wife, son, mother (elderly)	Mirpur
P7	27 June 2025	4	Girl	Mother	Me, husband, daughter, son	Bashundhara R/A
P8	27 June 2025	5	Girl	Father	Me, wife, daughter	Shyamoli
P9	28 June 2025	4	Boy	Mother	Me, husband, son,	Lalmatia

					grandfather	
P10	28 June 2025	3	Boy	Father	Me, wife, son	Uttara Sector 11

3.4 Sampling/Participant Selection Procedure

A purposive sampling technique was utilized to identify and recruit individuals who could offer rich, in-depth insights into the study subject. Parents were selected based on their experience observing their children's interactions with green spaces and their perceptions of its connection to their children's emotional well-being, as well as their expressed willingness to participate in the study.

An invitation to participate was formally extended to eligible parents through established school communication channels, which included direct phone calls, emails, school newsletters, or announcements during parent-teacher meetings. The primary aim of this recruitment strategy was to gather a diverse group of parents, considering factors such as their children's age, gender, and residential location, in order to capture a broad range of perspectives and experiences. A sample size of 10 parents was considered sufficient to allow for in-depth data collection and comprehensive thematic analysis, consistent with the principles of qualitative research.

3.5 Data Collection Tools

Semi-structured interview guides served as the primary data collection tool in this study. The guide comprised a series of open-ended questions designed to systematically delve into the research questions while maintaining flexibility to explore emergent themes during conversations. The questions included inquiries about the frequency and nature of children's engagement with green spaces, perceived effects on mood and behavior, observed positive emotional benefits, challenges faced in providing access, specific safety concerns, availability and accessibility of green spaces in their neighborhoods, factors facilitating access, types of green spaces considered most beneficial, and suggestions for school and community support.

3.6 Data Collection Methods

Semi-structured interviews were conducted as the main method for gathering data in this study. The interview guide, developed as described in Section 3.5, was used to facilitate conversations. Each interview was expected to last between 45 and 60 minutes and was conducted at a time and location convenient for the participants, such as at the school after drop-off/pick-up, or via online video conferencing when preferred and feasible. With the explicit permission of the participants, all interviews were audio-recorded to ensure accurate transcription and facilitate thorough and detailed analysis of the qualitative data.

3.7 Data Management and Analysis

Thematic analysis, a well-known technique for finding, examining, and summarizing patterns (themes) in qualitative data, was used to examine the information gathered from the semi-structured interviews (Braun & Clarke, 2006). The following methodical stages were part of the process. The interviews' audio recordings were faithfully transcribed. In order to obtain an accurate understanding and spot early concepts and trends, the researcher then immersed themselves in the material by reading the transcripts several times. Key concepts, ideas, or traits relevant to the study objectives were represented by codes that were systematically applied to meaningful parts of the transcripts. As the investigation went on, codes were either improved, combined, or new codes were created in an iterative process. After that, the produced codes were examined and categorized into more comprehensive, overarching themes that encapsulated important meaning patterns throughout the dataset. This required examining the linkages and connections between codes. To make sure they were unique, cohesive, and appropriately conveyed the underlying meaning, the discovered themes underwent a rigorous assessment within the data. Themes may have been divided, collapsed, or refined at this point. In addition to a brief and appealing name, each topic received a precise description that captured its core and the narrative it conveyed inside the data. In order to give rich, detailed reports, the findings were finally written up. Each topic was presented along with supporting evidence from the participant interviews, mostly in the form of illuminating direct quotes.

3.8 Ethical Issues

Throughout the entire study process, ethical issues were given utmost importance to ensure the protection and well-being of all participants. The following steps were taken to ensure that the study was carried out in an ethical manner: A thorough information document explaining the study's goals, the interview process, the voluntary nature of their participation, their unrestricted right to withdraw from the study at any time without facing repercussions, and how their data would be kept private and confidential was given to parents prior to their involvement. Before the interview started, each participant gave their written consent. Every piece of information collected was handled with complete confidentiality and anonymity. The participants' true identities or any other personally identifying information were not published or reported. To keep their identities safe throughout data processing and reporting, pseudonyms were employed. All audio recordings and transcripts were safely kept in password-protected storage once the study was over. After the research was over, digital data or closed physical storage was destroyed in accordance with ethical standards. The researcher was the only person with access to the data. The study only used willing participants. Parents were made fully aware that they might decline to participate in the study or to leave at any time without incurring any fees or repercussions. The chosen preschool's school administration was formally consulted before any data collection began, and the relevant BRAC ethical review board or committee granted ethical approval, guaranteeing adherence to institutional research ethics guidelines. The study sought to advance knowledge of children's well-being and provide guidance for possibly helpful actions. The study was

carried out in a manner that minimized any potential risks, discomfort, or undue burden to the participants.

3.9 Limitation of Study

It was important to recognize the limits of this qualitative study because of its intrinsic nature and its unique focus on a school community. Only the parents' self-reported views and observations were used as the primary data, which may have been biased by the parents' own experiences, subjective interpretations, and prejudices rather than objective truth. The conduct and emotional health of children in green areas were not directly observed for the purposes of the study. This meant that the study focused on parental perceptions rather than offering an unbiased viewpoint on real child-green space interactions or emotional reactions. It was a qualitative research, and as such, its approach was created to investigate perceived correlations and relationships, offering deep, comprehensive information. It was unable to provide clear causal evidence, nevertheless, linking children's mental health with access to green spaces. The findings of this study could have been quite particular to the setting of the chosen school and the Dhaka urban neighborhood in which it was located. As a result, the findings might not have applied directly to other socioeconomic conditions, geographic locations, or ethnic groupings. The accuracy or comprehensiveness of the presented data may have been impacted by memory bias in the parents' memories of their children' prior interactions with green places.

Chapter IV: Findings and Discussion

4.1 Findings

Semi-structured interviews with ten parents of preschool-aged children in metropolitan Dhaka, Bangladesh, were conducted. In this chapter, the key findings from this theme analysis are discussed. The findings are organized into two primary topics that clearly meet the study's research objectives: (1) the perceived benefits of children's access to green spaces for their mental health, and (2) the difficulties parents have in enabling their kids' access to green areas.

4.1.1 Perceived Positive Influences of Green Space Access on Emotional Well-being of Children age 3-8

After interacting with green areas, parents frequently reported seeing a variety of positive emotional and behavioral benefits in their children. Improved mood and relaxation, improved social-emotional abilities, decreased hyperactivity and increased peace of mind, greater attention and interest, and improved physical well-being were the main sub-themes of these advantages.

4.1.1.1 Improved Mood and Relaxation

A common finding was that spending time in green spaces significantly improved children's mood and overall demeanor. Parents noted their children becoming 'happier

and more relaxed' ([P1,20.06.2025],[P5,23.06.2025]) after visiting parks, describing it as gaining 'positive energy and a sense of calmness'([P1,20.06.2025],[P5,23.06.2025]). This was often accompanied by an increase in imaginative play and creativity. One parent ([P1,20.06.2025],[P5, 23.06.2025]) elaborated that the green space had a 'calming and rejuvenating effect,' and another ([P1,20.06.2025],[P5,23.06.2025]) observed that on days with more access to nature, their children appeared 'more content and at ease compared to days with less exposure.' A different parent (P3,23.06.2025) commented that their child was 'very cheerful,' while others ([P7,27.06.2025],[P10,28.06.2025]) described their children as being 'more joyful and energetic' after park visits. Another participant stated, 'Nature seems to have a positive influence on their emotional well-being, making them more resilient and adaptable in everyday situations.' ([P7,27.06.2025], [P9,28.06.2025], [P10, 28.06.2025]) "on days with green space exposure. The "open space," "fresh air, green grass," and "whole ambiance" ([P1,20.06.2025], [P2,20.06.2025], [P5,23.06.2025]) of green areas were frequently cited as sources of happiness and relaxation.

4.1.1.2 Enhanced Social-Emotional Skills and Communication

Children's social skills and communication abilities were frequently greatly enhanced by green spaces. Parents observed their children becoming "more cheerful and friendly" ([P3, 22.06.2025]) when playing in green areas and interacting with other children and adults. This suggests that exposure to nature can facilitate positive social interactions and emotional development in children." ([P3, 22.06.2025]), learning "how to make friends

easily" ([P3, 22.06.2025], [P4, 23.06.2025]), and exhibiting boosted "social skills" ([P3, 22.06.2025], [P4, 23.06.2025], [P9, 28.06.2025]). For children without siblings, outdoor play was particularly vital for social interaction, as noted by a parent who stated, "My son has no siblings, so whenever he plays outside, he gets to meet new kids" ([P3, 22.06.2025], [P4, 23.06.2025]). Furthermore, some parents noted improved communication and expression, with one stating, "She becomes more expressive and communicates better. She tells stories about the flowers and butterflies she sees" ([P7, 27.06.2025]), and another, observing their child, "opens up emotionally and talks more about school and friends" ([P7, 27.06.2025]).

4.1.1.3 Reduced Hyperactivity/Aggression and Increased Calmness

Several parents emphasized the calming effect of green spaces on their children, particularly in reducing restlessness, hyperactivity, and aggression. "I think a green environment reduces the hyperness of the child," shared one parent ([P2, 20.06.2025]). Others noted their children becoming "calmer now" and not showing "much aggression" ([P3, 22.06.2025], [P4, 23.06.2025]). For children experiencing emotional distress, nature provided solace: "Spending time in nature has helped my child learn to regulate their emotions better. They are able to calm down more easily when upset" ([P1, 20.06.2025], [P5, 23.06.2025]). This was further supported by a parent who remarked, "going outside calms her down faster than anything else" ([P6, 26.06.2025]) when upset, and another whose child's "anger and frustration" were reduced by outdoor play ([P7, 27.06.2025]). Parents also reflected on their own childhood experiences, recalling, "Even when we

were small, we used to go out when we got angry or we were off. It made us calm, as far as I remember" ([P1, 20 .06.2025], [P5, 23 .06.2025]).

4.1.1.4 Improved Focus, Attention, and Curiosity

Parents reported cognitive benefits, such as increased focus and curiosity, in addition to emotional regulation. Children appeared to have "improved focus and concentration after spending time in nature" ([P1, 20.06.2025], [P5, 23.06.2025]). One parent specifically mentioned their child becoming "more attentive" ([P3, 22.06.2025], [P4, 23.06.2025]). Green spaces also fostered a sense of wonder, with one parent noting their child "develops curiosity about insects and trees—asks questions" ([P10, 28.06.2025]) and learns about "different trees and their benefits" ([P5, 23.06.2025]). This engagement with natural elements contributed to a more creative outlook, as one child "seems more creative after being in nature—likes to draw trees and water" ([P10, 28.06.2025]), and another started "noticing colors, birds, and flowers" and became "very curious now" ([P7, 27.06.2025]).

4.1.1.5 Better Sleep and Physical Activity

Emotional states were affected by indirect benefits associated with physical well-being. Parents noted their children "sleep better" ([P6, 26.06.2025], [P9, 28.06.2025]) after spending time outdoors, attributing it to the physical activity involved. Green spaces encouraged children to "engage in physical activity and connect with nature, which can

have a positive influence on their emotional well-being" ([P1, 20.06.2025], [P5, 23.06.2025], [P10, 28.06.2025]), leading to the release of "pent-up energy, which is good for his mental health" ([P3, 22.06.2025], [P4, 23.06.2025]). This contrasts sharply with indoor play, where children might become "more restless and irritable" ([P1, 20.06.2025], [P5, 23.06.2025]) or experience increased "screen dependency" ([P9, 28.06.2025]), and were described as making children "socially distant" and "more aggressive" ([P3, 22.06.2025], [P4, 23.06.2025]).

4.1.2 Challenges in Accessing and Utilizing Green Spaces for Children age 3-8

In urban Dhaka, parents reported persistent and substantial difficulties in giving their kids regular access to green spaces, despite the acknowledged advantages. These challenges include safety concerns due to traffic congestion and pollution ([P2, 20.06.2025], [P7, 27.06.2025]) as well as limited availability of green spaces in densely populated urban areas ([P6, 26.06.2025], [P8, 27.06.2025]). Also, parents mentioned the lack of time and resources to travel to parks or recreational areas outside their immediate vicinity ([P1, 20.06.2025]). These challenges primarily revolved around safety, lack of suitable and accessible spaces, time constraints, and environmental concerns.

4.1.2.1 Pervasive Safety Concerns

The most frequently cited challenge was safety. Parents expressed profound worries about "recent incidents in Bangladesh, which are scary, and small kids are in danger" ([P1, 20.06.2025], [P5, 23.06.2025]), specifically mentioning, "Child rape cases are increasing too much. We can not believe people also the known one" ([P1, 20.06.2025], [P5, 23.06.2025]). This led to a general distrust regarding public spaces and concerns about the "presence of strangers" ([P1, 20.06.2025], [P5, 23.06.2025], [P8, 27.06.2025]). Beyond personal safety, concerns about "accidents" during play ([P1, 20.06.2025], [P5, 23.06.2025]), "older children being rough" ([P8, 27.06.2025], [P10, 28.06.2025]), "stray dogs" ([P8, 27.06.2025]), and "lack of proper fencing" ([P7, 27.06.2025]) were also raised. One parent specifically worried about "slippery playground surfaces" ([P9, 28.06.2025]).

4.1.2.2 Lack of Suitable, Accessible, and Quality Green Spaces

A widespread sentiment was the severe "lack of suitable places for children to play and explore in our neighborhood" ([P1, 20.06.2025], [P5, 23.06.2025], [P8, 27.06.2025], [P10, 28.06.2025]). Parents noted that parks were "not so frequent" ([P1, 20.06.2025], [P5, 23.06.2025]) or were "small or overcrowded" ([P6, 26.06.2025]). The unavailability was particularly acute, leading some families to rarely access such spaces, with one parent noting they only went "once a month, as we live in an urban area, so it is very difficult for us to get any green spaces around us" ([P4, 23.06.2025]). Even seemingly available spaces like Dhanmondi Lake were deemed "not suitable for kids now. The

environment is not good now" ([P5, 23.06.2025]). The need for "more green space" ([P3, 22.06.2025], [P4, 23.06.2025], [P8, 27.06.2025]) was a common lament, with parents stating, "No, there are not enough green spaces available" ([P2, 20.06.2025], [P7, 27.06.2025], [P9, 28.06.2025]).

4.1.2.3 Time Constraints for visiting Green Spaces of Children age 3-8

Parents, particularly working parents, were under tremendous time constraints. "We are working parents, so we cannot afford to go every day" ([P2, 20.06.2025]) was the straightforward expression of this difficulty. Regular travels to far green places were impossible due to the time demands of full lifestyles, the simple difficulties of "transportation" ([P8, 27.06.2025], [P9, 28.06.2025]), and "lack of time" ([P6, 26.06.2025], [P8, 27.06.2025]). Even for individuals who live close to parks, "traffic in the area makes short trips difficult" ([P6, 26.06.2025]).

4.1.2.4 Environmental Concerns for visiting Green Spaces of Children age 3-8

Beyond general lack of space, parents also voiced specific environmental concerns within existing green areas. "Pollution" was a major worry ([P1, 20.06.2025], [P5, 23.06.2025], [P9, 28.06.2025]), with children being "exposed to increased pollution levels" ([P1, 20.06.2025], [P5, 23.06.2025]). Concerns extended to "exposure to harmful substances like pesticides or chemicals in some green spaces" ([P1, 20.06.2025], [P5, 23.06.2025]),

"insects, mosquito bites, and excessive heat" ([P7, 27.06.2025]), and "dust and pollution" ([P9, 28.06.2025]). Poor "park maintenance" and "littering" ([P7, 27.06.2025], [P10, 28.06.2025]) also made spaces unsafe or unpleasant. A safe and "pollution-free environment" was identified as "essential for their physical and mental development" ([P2,.06.2025]).

4.1.2.5 Overcrowding and Maintenance Issues

Even when green spaces were available, overcrowding was a recurring problem. One parent described how "sometimes in the courtyard we can see some guests children or kids from other buildings, so it gets difficult to play" ([P3, 22.06.2025], [P4, 23.06.2025]). Overcrowding also contributed to general safety concerns and reduced the quality of play experiences. Linked to this was the issue of maintenance; some parks were simply "not well-maintained" ([P6, 26.06.2025], [P8, 27.06.2025], [P9, 28.06.2025]) or had "broken slides and dirty spaces" ([P8, 27.06.2025]), detracting from their potential benefits.

4.1.2.6 Weather Limitations

While not as dominant as other concerns, the local weather conditions were mentioned as a limiting factor. "Occasional weather issues" ([P9, 28.06.2025]), such as intense heat, humidity, or heavy rains, could restrict opportunities for comfortable and safe outdoor activities.

4.2 Discussion

The objective of this study was to explore parental perceptions about the effect of green space access on urban children's emotional well-being in Dhaka, Bangladesh, and the challenges involved in gaining such access. The findings strongly indicated that parents perceived unequivocal positive effects of green space engagement on children's emotional and behavior development while, simultaneously, facing unequivocal challenges to access on a regular basis.

Parents' reported benefits align with international literature highlighting the role of nature contact in enhancing children's mental health outcomes (Chawla, 2015; Bratman et al., 2019). Parents' reports of improved mood, calmness, and reduced irritability align with findings that green space can decrease stress and improve mood (Froglife, 2022; van den Berg & Custers, 2011). The recorded enhancement in social skills, communication, and reduction in aggression favored evidence linking outdoor play to improved socio-emotional development and lower behavioral difficulties (Grahn et al., 1997). The recorded enhancement in attention, concentration, and curiosity also favored evidence citing cognitive improvements of green experience (Wells, 2000; Faber Taylor & Kuo, 2011; Dadvand et al., 2015). Of particular note were the observations by parents regarding how green space provided an essential counterbalance to indoor play and screen time, which otherwise led to restlessness or boredom, reflecting broader anxieties regarding sedentary childhoods and their corrosive influence on mental and physical well-being.

However, the findings also identified principal challenges unique to or exacerbated by the urban Bangladeshi context, which were similar to certain issues of other rapidly developing South Asian cities (Kabisch et al., 2016; Dasgupta&Chattopadhyay, 2020). The very widespread and very disturbing safety issues in general, particularly child abduction and violence ("Child rape cases are increasing too much"), Child rape cases increase nearly 75% within 7 months from Jan to July 2025 (Jahan, 2025) appeared as the strongest barrier. This added a crucial element of local specificity to the very broad "safety issues" traditionally cited in scholarship (Valentine, 2004). This kind of concern was not just about traffic or minor injuries, but a serious fear for the physical safety of the child, deeply affecting parents' decisions about outdoor exposure.

The abrupt "shortage of sufficient and accessible green space" was a cold reality observed by almost all parents. This has been corroborated by UNICEF Bangladesh's (2019) research of absence of proper dispersion and poor accessibility of quality green spaces among lower-class urban dwellers, and publications from Pakistan and Sri Lanka recording similar urban planning shortcomings (Kabisch et al., 2016; Perera et al., 2021). The issue was not so much that there was no space but that those which did exist were unsuitable or insufficient due to pollution, non-maintenance, or over-population. The time constraint, especially for working parents, is a global urban challenge (Tulshi, 2018), but in Dhaka was added to by severe traffic jams, so even for short trips it was challenging.

Perceived Positive Influences: The perceived benefits reported by parents align broadly with international literature that highlights the role of nature contact in promoting mental health outcomes in children. Parents' observations of improved mood, relaxation, and

reduced irritability resonated with studies showing green spaces can lower stress levels and improve mood. A 2025 study from ResearchGate, for example, found that on days children spent more time in green space, they reported greater emotional well-being on that day and the next. The reported enhancements in social skills, communication, and a reduction in aggression reinforce findings that link outdoor play to improved socio-emotional development and fewer behavioral issues. These benefits are particularly pronounced in urban environments, where green spaces can serve as a vital antidote to the psychological and physiological stresses of city life. The observed improvements in focus, attention, and curiosity further support research suggesting cognitive benefits of green exposure, with some studies showing a correlation between childhood exposure to green spaces and a lower risk of inattention disorders. Importantly, parents noted how green spaces provided a vital contrast to indoor play and screen time, which often led to restlessness or boredom. This echoes broader concerns about sedentary lifestyles in modern childhood and their negative impact on mental and physical well-being. By offering a multisensory environment, green spaces can stimulate neural pathways associated with learning and memory, providing a crucial counterbalance to the growing screen time epidemic that often isolates children from the natural world.

Challenges Faced: Parents faced substantial challenges in facilitating this access, primarily dominated by profound safety concerns (strangers, child abduction, accidents, and rough play), a critical scarcity and poor quality of suitable and accessible green spaces, significant time constraints due to demanding urban lives and traffic, and environmental worries such as pollution, harmful chemicals, and insect bites.

The consistency of themes across diverse residential areas within urban Dhaka (ModdhomBadda, BaitulAman, North Badda, Mohammadpur, Dhanmondi, Bashundhara R/A, Mirpur DOHS, Tikatuli, Uttara, Rampura) suggested that these challenges and perceived benefits were widespread rather than isolated to specific localities. The parents' suggestions for schools and communities, such as creating "green corners," organizing "field trips," "gardening clubs," and ensuring "safe rooftop gardens," demonstrated an awareness of potential solutions tailored to the urban environment's limitations. These proactive suggestions aligned with the "Opportunities and Positive Developments" identified in the literature, emphasizing the role of schools and community collaborations (Ernst, 2012). The demand for "child-friendly spaces" (P10) from urban planners signaled a critical need for policy implementation that prioritizes children's environmental rights amidst rapid urbanization (Ministry of Environment, Forest and Climate Change, 2018).

Policy and Community Implications:

From Problem to Practice: The study's findings directly address the research questions by confirming the perceived positive influences of green space access while highlighting the substantial challenges faced by parents. The consistency of themes across diverse residential areas within urban Dhaka suggested that these challenges and perceived benefits were widespread rather than isolated to specific localities.

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demonstrate a powerful awareness of potential solutions tailored to the urban environment's limitations. These proactive suggestions align with the "Opportunities and Positive Developments" identified in the literature, emphasizing the role of schools and community collaborations. The demand for "child-friendly spaces" from urban planners signals a critical need for policy implementation that prioritizes children's environmental rights amidst rapid urbanization.

For meaningful change to occur, this research suggests a multi-pronged approach that goes beyond simply creating more parks. It calls for comprehensive urban planning strategies that integrate green spaces into new housing developments and infrastructure projects. It also calls for stronger legal protections and enforcement against the encroachment on existing green areas. Finally, it emphasizes the importance of community engagement and public awareness campaigns to foster a sense of ownership and responsibility for these vital public spaces. By prioritizing the creation of accessible, safe, and well-maintained green spaces, Dhaka can transform into a city that not only nurtures economic growth but also the mental and physical well-being of its youngest residents.

4.3 Conclusion

The purpose of this qualitative study was to explore the perceptive views of urban Dhaka school parents regarding the connection between their young children's emotional well-being and their access to green areas, including the benefits and obstacles. Through the use of semi-structured interviews and thematic analysis, the study managed to collect in-depth, context-specific data.

The findings unequivocally indicate that parents perceive a significant and diverse positive impact of green space use on children's emotional well-being, including improved mood, social skills, emotional control, attention, and overall increased happiness and calmness. This emphasizes the valuable role of natural environments in healthy child development. However, the study also revealed widespread and pressing challenges faced by parents in obtaining this access, most notably extreme safety concerns regarding strangers and crime, a severe shortage of available and suitable green space, severe time constraints wrought by demanding urban lifestyles, and environmental issues such as pollution and neglect.

Such findings speak to the glaring gap between what is understood to be the benefits of green areas and the reality on the ground of utilizing them in the context of a highly densely populated city like Dhaka. The findings of this research highlight the urgency for targeted comprehensive interventions through which the lives of young children can be significantly improved by easily accessible, secure, and well-groomed green areas being a standard part of their daily lives.

4.4 Recommendations

Based on the findings and conclusions of this study, the following recommendations are proposed for various stakeholders to better support young children's access to and engagement with green spaces in urban Dhaka:

1. For Early Childhood Development (ECD) Professionals/Researchers

Integrate Nature-Based Learning into Curricula: ECD professionals should move beyond conventional classroom settings and actively integrate nature into the daily curriculum. This study revealed that parents highly value the contrast green spaces offer to indoor, screen-based activities. Therefore, schools should develop a curriculum that includes:

- **Establishing School Gardens:** Even in limited urban spaces, creating small-scale school gardens or "green corners" can provide children with a tangible connection to nature. These spaces can be used for hands-on learning about plant life, ecosystems, and food cycles, linking science education with practical experience.
- **Organizing "Nature Walks" or "Field Trips":** Regular, supervised trips to local parks or natural areas can provide children with essential exposure to green spaces. These outings can be structured to support specific learning objectives, such as sensory exploration, observation of local flora and fauna, and promoting physical activity.
- **Developing Sensory Play Areas:** Incorporating natural elements like soil, sand, water, and leaves into outdoor play areas can stimulate children's sensory development and

creativity. These activities can improve focus, attention, and curiosity, as noted by the parents in the study.

2. Parental Engagement and Education

The study's findings underscored that parents are both the primary facilitators and observers of their children's engagement with green spaces. For interventions to be effective, ECD professionals must actively involve parents through targeted programs and resources.

- **Workshops and Seminars:** Host workshops to educate parents on the significant emotional and developmental benefits of green space exposure, as supported by international literature. These sessions should address parental concerns, particularly regarding safety and hygiene, and provide practical tips for navigating urban challenges.
- **"Parent-Child" Nature Activities:** Organize weekend or after-school activities that encourage parents and children to explore nature together. This can strengthen family bonds while promoting a shared appreciation for the outdoors.
- **Communication Campaigns:** Use school communication channels (newsletters, social media) to share information about local child-friendly green spaces, upcoming community events, and easy-to-implement nature activities that can be done at home or on a balcony.

3. Research and Advocacy

The qualitative nature of this study provides a rich foundation for future research. Researchers in the ECD field should build on these findings to generate more robust evidence that can inform policy and practice.

- **Quantitative Research:** Conduct larger-scale quantitative studies to measure the direct correlation between green space access and specific indicators of emotional well-being, such as stress hormone levels or behavioral metrics. This will provide causal evidence to support the qualitative findings.
- **Intervention Studies:** Design and implement pilot programs within preschools or urban communities and measure their impact on children's emotional health and parental perceptions. This will test the effectiveness of the recommendations outlined in this study.
- **Policy Advocacy:** Use the study's findings, particularly the strong parental concerns about safety and lack of suitable spaces, to advocate for policy changes with urban planners and policymakers. Researchers should collaborate with local government and non-profit organizations to champion the creation and maintenance of child-friendly public spaces, ensuring that children's environmental rights are prioritized in urban development plans. The findings directly signal a critical need for policy implementation that supports children's well-being amidst rapid urbanization.

For Policymakers and Urban Planners

1. Prioritize Safe and Accessible Green Space Development:

The most prominent barrier identified by parents was safety. This goes beyond general concerns to a fundamental fear for their children's physical security. Policymakers must make the creation and equitable distribution of safe, high-quality public green spaces a central tenet of urban development plans. This includes implementing features like secure fencing, adequate lighting, and a visible security presence to alleviate parental fears. Additionally, ensuring these spaces are equitably distributed and not just concentrated in affluent areas is crucial, as the study highlighted that children in lower-income areas often have limited access to well-maintained natural environments.

2. Implement Strict Environmental Standards:

Environmental worries such as pollution, harmful chemicals, and insect bites were also noted as challenges. To address this, policymakers must enforce stringent regulations for pollution control and safe maintenance practices within green spaces. This includes proper waste management to prevent littering and responsible use of pesticides or other chemicals to protect children's health.

3. Promote Innovative Green Infrastructure:

Dhaka's high population density and land scarcity make traditional large parks challenging to implement. The study's participants offered innovative, context-specific solutions, such as "green corners" and "rooftop gardens". Policymakers should invest in and incentivize these creative urban greening solutions for high-density areas. This

includes promoting vertical gardens, green walls, and pocket parks within residential or school compounds. These solutions can make nature more accessible to families without requiring large tracts of land.

4. Integrate Green Corridors and Play Spaces:

The findings of this study directly support the need for child-friendly spaces. Urban development policies should mandate the inclusion of these spaces in all new urban projects. This means more than just a small patch of grass; it means integrating dedicated, safe play areas into the urban fabric and retrofitting existing areas to incorporate more natural elements.

5. Collaborate with Communities:

Finally, for these policies to be effective, they must be implemented with community input. Policymakers should establish mechanisms for active community participation in the planning, design, and maintenance of local green spaces. This collaborative approach ensures that the spaces created meet the specific needs and safety requirements of local families, fostering a sense of ownership and responsibility that can lead to long-term sustainability.

For Parents

Actively Seek and Maximize Existing Green Opportunities: Even with limited access, parents can actively look for available green spaces, such as schoolyards, rooftop gardens, and small community parks, and make the most of their kids' time there. They can also create small opportunities for nature connection at home. For example, giving a child a small potted plant on a

special occasion like a birthday or the start of a new school year can instill a sense of ownership and responsibility. This simple act can transform an everyday space into a vibrant living area.

Prioritize Quality Over Quantity: The benefits of nature are not solely dependent on the size of the green space. Instead, parents should focus on the quality of their children's interactions with nature, even if the time is brief. Encourage sensory engagement, allowing children to touch leaves, feel the texture of soil, or listen to the sounds of birds. Promote imaginative play, letting children build forts with sticks or pretend to be explorers in a small patch of grass. These direct interactions with natural elements are far more impactful than passive observation and can profoundly enhance a child's emotional and cognitive development.

Form Support Networks and Advocate: Parents can feel isolated in their struggle to provide outdoor opportunities for their children. By connecting with other parents, they can form informal groups for shared outings to green spaces, enhancing safety and making visits more feasible. For example, a group of parents could take turns supervising children at a local park. This collective action can also extend to joint advocacy. By uniting their voices, parents can approach school administrations and local authorities to advocate for better green spaces in their communities, such as improved park maintenance, better security, and more child-friendly features.

Foster Nature Connection at Home: Where outdoor access is severely limited, parents can bring nature indoors. Creating an indoor garden with potted plants can give children a hands-on project to nurture. Nature-themed books and documentaries can also maintain a connection with the natural world. Consider simple activities like drawing a "nature journal" of plants and animals found on a single walk or setting up a bird feeder on a

balcony to bring the outside in. These activities can help bridge the gap between urban life and the natural world, keeping a child's sense of curiosity and wonder alive.

Communicate with Children: A key finding from the study was the prevalence of parental safety concerns. Rather than letting this fear be a barrier, parents can address it through open communication. Before and during visits to green spaces, discuss safety rules with children. Explain why it is important to stay within a certain area or not talk to strangers. Empowering children with this knowledge can build their confidence and reduce parental anxiety. Furthermore, engaging children in conversations about their experiences in nature—asking what they saw, how they felt, or what they learned—can reinforce the emotional benefits they receive and strengthen their appreciation for the outdoors.

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Appendices

Appendix- 1

Consent Paper

BRAC UNIVERSITY

DHAKA, BANGLADESH

Consent Form for Participation in Research Survey(Master's Thesis)

Dear Parent/Guardian,

We are pleased to inform you that as part of the M.Sc program in Integrated Education for the 2023 academic year at BRAC University, a research study is being conducted. The main objective of this research is to understand your perspective as a parent on the accessibility of green spaces and its impact on the emotional well-being of young children: benefits and challenges. Your valuable opinions are highly important for this research. Participation in this research is entirely voluntary. All the information you provide will be kept confidential and will only be used for the purpose of this research.

Research Title:Parental Perspectives on the Influence of Green Space on Young Children's Emotional Well-being: A Qualitative Study in Urban area of Dhaka, Bangladesh.

If you participate in the research, you will be asked to:

Discuss with us for approximately 45-60 minutes about your child's visits to green spaces, their activities there, and whether green spaces help to calm their mind. Additionally, we would welcome your suggestions on how schools can better facilitate green spaces for children. With your permission, the discussion will be recorded, which will be deleted afterward.

Your Consent:

Participation in this research is voluntary. You may choose to stop participating at any time, and you will not have to provide any reason for doing so.

If you have any questions, please feel free to contact us:

Name: IsratShobnom Tufa

Phone Number: +8801854767333

Consent:

I have read this consent form carefully and understand its contents. I agree to participate in this research study of my own free will.

Signature of Parent/Guardian: _____

Date: _____

Thank you sincerely for your valuable time.

ব্র্যাক ইউনিভার্সিটি, আইইডি

ঢাকা, বাংলাদেশ

গবেষণা সমীক্ষায় অংশগ্রহণের জন্য সম্মতিপত্র

(মাস্টার্স থিসিস)

প্রিয়অভিভাবক/অভিভাবিকা,

আপনাকে আনন্দের সাথে জানাচ্ছি যে ব্র্যাক ইউনিভার্সিটির ২০২৩ শিক্ষাবর্ষের এমএসসি

(M.SC)

প্রোগ্রামের অংশ হিসেবে একীভূত শিক্ষাবিষয়ে একটি গবেষণা করা হচ্ছে। এই গবেষণার মূল উদ্দেশ্য হলো মাতা-

পিতার দৃষ্টিকোণ থেকে সবুজ স্থানের প্রবেশাধিকার এবং শিশু বয়সে আবেগগত স্বাস্থ্যের ওপর:

সুবিধাসমূহ এবং চ্যালেঞ্জসমূহ সম্পর্কে আপনার মতামত জানা। আপনার মূল্যবান মতামত এই গবেষণার জন্য অত্যন্ত গুরুত্বপূর্ণ।

এই গবেষণায় অংশগ্রহণ করার সম্পূর্ণ ভাবে আপনার ব্যক্তিগত ইচ্ছার উপর নির্ভরশীল। আপনার দেওয়া সকল তথ্য গোপন রাখা হবে এবং শুধুমাত্র গবেষণার কাজেই ব্যবহার করা হবে।

গবেষণার শিরোনাম:

ঢাকায় বসবাসকারী শিশুদের আবেগিক সুস্থতার উপর সবুজ স্থানের প্রভাব নিয়ে অভিভাবকদের দৃষ্টিভঙ্গি:

একটি

গুণগত গবেষণা।

গবেষণায় অংশ গ্রহণ করলে আপনাকে যা করতে হবে:

আমাদেরসাথেপ্রায়৪৫-৬০মিনিটসময়ধরেআপনারশিশুরসবুজস্থানেযাওয়া, সেখানে তার কার্যকলাপ এবং সবুজ স্থান তার মনকে শান্ত করে কিনা - এই বিষয়ে আলোচনা করতে হবে। এছাড়াও, শিশুদেরজন্যবিদ্যালয়কীভাবেসবুজজায়গারআরওভালোব্যবস্থাকরতেপারেসেবিষয়েআপনারপরামর্শআমরাসাদ রেগ্রহণকরব।আপনারঅনুমতিথাকলেআলোচনারবিষয়বস্তুরেকর্ডকরাহবে, যা পরবর্তীতে মুছে ফেলা হবে।

আপনার সম্মতি:

এইগবেষণায়অংশগ্রহণকরাআপনারইচ্ছাধীন।আপনিচাইলেযেকোনোসময়অংশগ্রহণবন্ধকরতেপারেনএবংএর জন্যআপনাকেকোনোকারণদর্শাতেহবেনা।

যদি আপনার কোনো প্রশ্ন থাকে, তবে নির্দিধায় আমাদের সাথে যোগাযোগ করতে পারেন:

নামঃ ইসরাত শবনম তুফা

ফোননম্বরঃ০১৮৫৪৭৬৭৩৩৩

সম্মতিঃ

আমি এইসম্মতিপত্রটিনোযোগসহকারেপড়েছিএবংএরবিষয়বস্তুবুঝতেপেরেছি।আমিনিজেরইচ্ছায়এইগবেষণা

সমীক্ষায়অংশগ্রহণকরতেরাজিআছি।

অভিভাবক/অভিভাবিকারস্বাক্ষর:_____

তারিখ:_____

আপনার মূল্যবান সময় দেওয়ার জন্য আন্তরিক ধন্যবাদ।

Appendix- 2

Interview Questionnaire:

Semi-Structured Interview Questionnaire: Parental Perspectives on the Influence of Green Space on Young Children's Emotional Well-being in Urban area of Dhaka, Bangladesh

Interview Duration: 45-60 minutes

Demographic Information:

1. Child's Age and Gender: "Could you please tell me your child's age and gender?"
2. Parent's Relationship to Child: "What is your relationship to the child (e.g., mother, father and guardian)?"
3. Household Composition: "Who else lives in your household with your child?"
4. Residential Area: "Which area do you live in?"

Interview Questions:

1. "Could you describe how often your child engages with green spaces (e.g., parks, gardens, schoolyards, open fields)? What kind of activities do they typically do there?"
2. "Are there specific green spaces that your child particularly enjoys or prefers? What makes those spaces special for them?"

3. "How do you usually facilitate your child's access to these green spaces? Do you go with them, or do they go with others?"
4. "Have you noticed any changes in your child's behavior or mood immediately after they spend time in a green space?"
5. "In your opinion, how does spending time in green spaces seem to affect your child's mood and behavior? Have you noticed any differences on days they have more or less access to green spaces?"
6. "What are some of the positive emotional benefits, if any, that you have observed in your child as a result of spending time in green spaces? Can you give specific examples?"
7. "Do you think spending time in nature helps your child manage their emotions, like feeling calm when they're upset, or feeling happier?"
8. "How does playing in green spaces compare to playing indoors (e.g., with screen time or toys) in terms of its impact on your child's emotional state?"
9. "What are some of the challenges you face in providing your child with regular opportunities to spend time in green spaces?" (Prompts: safety, time constraints, accessibility, weather, lack of suitable spaces nearby)
10. "Are there any specific concerns you have about your child's safety or well-being when they are in public green spaces?"
11. "Do you feel there are enough green spaces available and accessible for children in your neighborhood or near the school?"

12. "What factors make it easier for you to take your child to green spaces?"

(Prompts: proximity, safety features, amenities, social support)

13. "What kind of green spaces do you think are most beneficial for young children's emotional well-being?"

14. "Do you have any suggestions for how the school or community could better support young children's access to and engagement with green spaces?"

15. "Is there anything else you'd like to add about your child's experiences with green spaces or their emotional well-being that we haven't discussed?"

Demographic Information:

1. শিশুর বয়স এবং লিঙ্গ: "আপনার সন্তানের বয়স এবং লিঙ্গ সম্পর্কে বলবেন কি?"
2. শিশুর সাথে সম্পর্ক: "শিশুর সাথে আপনার সম্পর্ক কী (যেমন, মা, বাবা, অভিভাবক)?"
3. পরিবারের সদস্য সংখ্যা: "আপনার সন্তানের সাথে আপনার পরিবারে আর কারা থাকেন?"
4. বাসস্থান: "আপনি কোন এলাকায় থাকেন?"

Interview Questions:

1. "আপনার সন্তান কত ঘনঘন সবুজ জায়গায় (যেমন, পার্ক, বাগান, স্কুলেরখেলারমাঠ, খোলামাঠ) যায় সে সম্পর্কে বলতে পারবেন কি? তারা সাধারণত সেখানে কী ধরনের কার্যকলাপ করে?"

2. "আপনার সন্তান কি নির্দিষ্ট কোনো সবুজ জায়গা বিশেষভাবে উপভোগ করে বা পছন্দ করে?
কোন বিষয় গুলো সেই জায়গা গুলোকে তাদের জন্য বিশেষ করে তোলে?"
3. "আপনার সন্তানের এই সবুজ জায়গা গুলোতে প্রবেশাধিকার আপনি সাধারণত কীভাবে নিশ্চিত করেন?
আপনি কি তাদের সাথে যান, নাকি তারা অন্যদের সাথে যায়?"
4. "সবুজ জায়গায় সময় কাটানোর পরপরই আপনার সন্তানের আচরণ বা মেজাজে কোনো পরিবর্তন লক্ষ্য করে
ছেন কি?"
5. "আপনার মতে, সবুজ জায়গায় সময় কাটানো আপনার সন্তানের মেজাজ এবং আচরণকে
কীভাবে প্রভাবিত করে বলে মনে হয়? যে দিন গুলোতে তারা সবুজ জায়গায় বেশি বা কম যায়,
সেই দিন গুলোতে কোনো পার্থক্য লক্ষ্য করেছেন কি?"
6. "সবুজ জায়গায় সময় কাটানোর ফলে আপনার সন্তানের মানসিক সুস্থতার উপর আপনি কি
কোনো ইতিবাচক সুবিধা লক্ষ্য করেছেন? যদি করে থাকেন, তাহলে নির্দিষ্ট উদাহরণ দিতে
পারবেন কি?"
7. "আপনি কি মনে করেন যে প্রকৃতির মাঝে সময় কাটানো আপনার সন্তানকে তাদের আবেগ
নিয়ন্ত্রণ করতে সাহায্য করে, যেমন যখন তারা মন খারাপ থাকে তখন শান্ত অনুভব করা, বা
আরও খুশি হওয়া?"

8. "আপনার সন্তানের মানসিক অবস্থার উপর প্রভাবের দিক থেকে সবুজ জায়গায় খেলাধুলা করা এবং ঘরের ভেতরে খেলাধুলার (যেমন, স্ক্রিনটাইম বা খেলনানিয়েখেলা) মধ্যে কী পার্থক্য দেখেন?"
9. "সবুজ জায়গায় আপনার সন্তানকে নিয়মিত সময় কাটানোর সুযোগ করে দিতে আপনার কী কী চ্যালেঞ্জের সম্মুখীন হতে হয়?" (যেমন: নিরাপত্তা, সময়ের অভাব, প্রবেশাধিকার, আবহাওয়া, কাছাকাছি উপযুক্ত জায়গার অভাব)
10. "আপনার সন্তান যখন পাবলিক সবুজ জায়গায় থাকে তখন তাদের নিরাপত্তা বা সুস্থতা নিয়ে আপনার কি কোনো নির্দিষ্ট উদ্বেগ আছে?"
11. "আপনার এলাকায় বা স্কুলের কাছাকাছি শিশুদের জন্য পর্যাপ্ত এবং সহজলভ্য সবুজ জায়গা আছে বলে আপনি মনে করেন?"
12. "কোন বিষয়গুলো আপনার জন্য আপনার সন্তানকে সবুজ জায়গায় নিয়ে যাওয়া সহজ করে তোলে?" (যেমন: কাছাকাছি থাকা, নিরাপত্তার ব্যবস্থা, সুযোগ-সুবিধা, সামাজিক সহায়তা)
13. "আপনি মনে করেন ছোট বাচ্চাদের মানসিক সুস্থতার জন্য কোন ধরনের সবুজ জায়গা সবচেয়ে উপকারী?"
14. "বিদ্যালয় বা সম্প্রদায় কীভাবে ছোট বাচ্চাদের সবুজ জায়গায় প্রবেশাধিকার এবং অংশগ্রহণে আরও ভালোভাবে সহায়তা করতে পারে সে সম্পর্কে আপনার কোনো পরামর্শ আছে কি?"

15. "সবুজ জায়গা বা তাদের মানসিক সুস্থতার সাথে আপনার সন্তানের অভিজ্ঞতা সম্পর্কে এমন

কিছু আছে যা আমরা আলোচনা করিনি এবং আপনি যোগ করতে চান?"